

**Available online at : <http://journal.unj.ac.id/unj/index.php/gjik>  
Gladi : Jurnal Ilmu Keolahragaan 12 (01) 2021, 31-41  
Permalink/DOI: <https://doi.org/10.21009/GJIK.121.05>**

## **FUTSAL DRIBBLING TRAINING MODEL WITH TOOLS FOR JUNIOR HIGH SCHOOL**

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### **Abstract**

The purpose of this study to produce a variety of futsal dribbling training models with effective and tested media for Junior High Schools (SMP). The research method used in this research is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model using five stages and the research subjects are three futsal extracurricular trainers in Junior High Schools (SMP). This research begins with a analysis, product planning, development, implementation and evaluation. The instruments used in this study included an assessment questionnaire for experts to test the validity of the variety of futsal dribbling training models with media tools and an assessment questionnaire to assess the effectiveness of the model by futsal extracurricular trainers in Junior High Schools (SMP). The data analysis technique used in this research is the percentage descriptive analysis technique. This study produces a variety of training models that meet the established criteria, are valid and effective. Research recommendations should be made before the dissemination of the futsal dribbling training model using the media as a tool for junior high schools (SMP) to be tried again to athletes / students to make it more effective and efficient.

**Keywords:** *dribbling*; futsal; equipment media; ADDIE; sports jurnal

## INTRODUCTION

Futsal is also the World's fastest growing indoor sport. In fact, nowadays there are plenty of talks in the media and social media to try to push the International Olympic Committee to decide if futsal becomes an Olympic Sport or even a Winter Olympic Sport (Berdejo-del-fresno, 2016). Futsal is a sport that is well known and favored by almost all levels of Indonesian society both in cities and villages, from children, adolescents to the elderly. This is evidenced by the large number of futsal clubs in each region and futsal matches held locally, regionally, nationally, and internationally. (Ardianto, 2013:241).

Futsal is very effective in developing the skills of novice players in honing futsal skills on the field. Basic skills in playing futsal include dribbling, passing, control, heading, shooting, goal keeper. But the basic technique that needs to be considered in futsal games is the dribbling technique.

The dribbling technique is very necessary, this is because dribbling will turn on the flow of the ball in the futsal game. When dribbling or dribbling the ball it is the same as feeding the ball from one place to another through the flow of the ball quickly. (Rizkiyanto, Sugiharto, & Soenyoto, 2018) Dribbling is a movement to bring the ball by using the foot to go to the opponent's defense area and to chide the opponent's guard. Yandri, Hernawan and Firmansyah said

"From several techniques in the futsal game, dribbling techniques are very dominant and become a characteristic in a futsal game. (Firmansah et al., 2019:77).

Dribbling can be used with a variety of purposes, one of which is to get past opposing players and build attacks or in defense. In futsal, dribbling can be done using sole of the foot, inside of the foot, outside of the foot, instep of the foot. (Irawan, 2009). The development of a dribbling training model is very necessary for a trainer to see the quality and abilities of children when practicing so that this can help the trainer in knowing the qualities and weaknesses of children that occur during training. (Rizkiyanto, Sugiharto, & Tommy, 2018) Dribbling is very important to master because if a player can do it effectively it can give a huge advantage to a team.

Extracurricular activities are a vehicle for developing students' talents and interests outside of class hours. Tri, Ronald & Ray stated "Extracurricular activities that can be followed by students are team sports, namely basketball, volleyball, soccer, futsal and so on, while individual extracurricular activities include karate, badminton, taekwondo, athletics and others" (Tri et al., 2018:123).

Extracurricular activities according to Asmani in ria yuni lestari (2019) are educational activities outside of course hours and counseling services to help develop students according to their needs, potentials,

talents, and interests through activities specifically organized by educators and / or capable educational personnel. and are authorized at school, "After extracurricular activities have been held for a long time in schools, starting from junior high school to college, the impact has not been significant for the development of students' skills, this is because the management of extracurricular activities in schools has not been maximized and only tends to encourage the development of talents and interests of students" (Lestari, 2019:137).

From the observations of researchers and discussions with teachers who include futsal extracurricular coaches, there are still many athletes who have difficulty following training in playing futsal skills, especially dribbling at AL Muslim and 12 Junior High School in Tambun Bekasi.

To prepare seedlings or athletes, it is necessary to provide guidance from an early age including in an extracurricular environment so that it is necessary to have varied training models that make athletes happy to follow the training process so that what is expected is achieved and provide additional variations in training models to the futsal extracurricular trainer. From the results of discussions with coaches and several athletes, researchers found several problems that the lack of reference books for Futsal training models is one of the obstacles for a

coach to provide examples. model latihan given to the athlete so that the athlete does not feel monotonous in training. The results of observations by researchers in the field that the dribbling training model given is only like straight dribbling to one place with a certain distance, whereas in futsal games generally the dribbling found varies from zigzags to back and forth. Athletes feel less enthusiastic when practicing futsal, especially dribbling, due to the lack of variation in the training provided by the coach.

Based on the researcher's observations above, the researcher is interested in conducting research in order to produce a fun training model in futsal training, namely the futsal dribbling training model for junior high schools.

**Table. 1** The novelty of research on dribbling exercise models with media tools for junior high schools

General training like usual	Dribbling practice with media tools
The trainer only directs as he has always done	The model is easy to learn
Training is not according to the level of ability and age being trained	The model is in accordance with the character of the student's needs
The trainer applies based on experience	Model latihan sudah di validitas oleh pakar
Exercise tends to be monotonous	Dribbling exercises with various media tools

Through the training model, dribbling training with media tools is expected to help athletes learn dribbling skills better. And it can be used as a reference for coaches, especially when providing dribbling training material through dribbling training models with media tools so that athletes can exercise enthusiastically when given difficult training.

Nejah Kacem, Ayman Guemri, Chokri Naffeti, dan Ali Elloum :

Futsal is playful, physical, popular and educational activity. It has specific rules and is of real technical, tactical and mental training values of players. Although Futsal rules appear very clear, a professional experience is essential to determine the objective of internal game logic.(Kacem, Guemri, Naffeti, & Elloumi, 2016:60).

“is an invasion game, to score a goal it is fundamental to advanced on the pitch”. (Felipe Arruda Moura, Juliana Exel Santana, 1996:105) This means that futsal is a basic activity for scoring goals on the field using several basic techniques. Ajmol Ali dan Paul Macadam said that a futsal player needs to have a great capacity of intermittent endurance, repeated sprint ability, and leg power, while technical aspects include the ability of high level shooting and passing skills, agility and coordination(Naser, Ali, & Macadam, 2017:78).

Achieving mastery of the basic techniques of playing futsal, players must carry out the principles of correct, careful, systematic technique movements that are

carried out repeatedly and continuously, so as to produce good cooperation between a group of muscle nerves to form a harmonious movement, thus resulting in movement automation. The attainment of automatic movement must begin at a young age. The futsal game requires each player to have excellent physical condition and physical aspects of the foundation. Joseph A. Luxbacher said that The player's smooth and controlled movements express their individuality in team play. Speed, strength, stamina, skill and knowledge of tactics are all important aspects of appearance(Luxbacher, 2011:12).

The basic technique of playing futsal is the ability to perform or work on the movements that underlie the futsal game. Along with the increasingly modern development of futsal, the game of futsal does not only rely on the individual skills of a player, but techniques and strategies for playing futsal are also very much needed, especially to achieve victory. The basic techniques that must be mastered in playing futsal, namely dribbling, shooting, passing dan controlling.

The dribbling technique is a technique that is most noticed and is often in the spotlight, because the interesting thing in futsal games is when a player can play the ball to trick or outwit opposing players. Researchers observed that dribbling in futsal

players consists of movements to the right, left, forward, oblique right, and left quickly so that the opponent has difficulty seizing the ball. This dribbling technique is indeed very important, because if the players have good dribbling quality, the ball will easily enter the opponent's defense, so that the opportunity to enter the ball into the goal will be even greater. (Maryadi, 2020).

Dribbling means the technique that allows the player to move with the ball in particular direction without the ball being taken from him by opponent” (Herman & Engler, 2011).

The dribbling technique used in futsal games is not much like in soccer in general. This is because the relatively small futsal field makes the players have little space to dribble the ball, so it cannot be denied that passing techniques are very dominant in this game, but dribbling techniques are no less important in futsal games.

Dribbling techniques in playing futsal can be done with various parts of the foot, namely the inside of the foot, the outside of the foot, the instep of the foot and the sole of the foot. Dribbling using inside on the foot can outwit the opponent to the right of the opponent if the player uses the right foot, but this technique cannot outwit the opponent's left if the player uses the right foot, and vice versa. Dribbling using outside of the foot can outwit the opponent's left, if

the player uses the right foot, but this technique cannot outwit the opponent to the right when using the right foot, and vice versa.

## **METHODS**

This research was conducted on three futsal extracurricular trainers. This research was conducted using the ADDIE research & development method

(1) Analysis, At this stage the researchers conducted preliminary research, literature review, field observations, development needs analysis and preliminary observations about futsal dribbling training on futsal players in junior high schools.

(2) Design At this stage it includes; designing the initial product developed; determine the media and infrastructure needed in research; determine the stage in the initial field test; provide job descriptions to those who assist with the research.

(3) Development, at this stage everything that is needed or that will support the training process must all be prepared,

(4) Implementation, at this stage everything that has been developed is in accordance with its role or function so that it can be implemented

(5) Evaluation, The evaluation stage can be carried out at each of the four stages above which is called formative evaluation, because

the goal is for revision needs. For example, at the design stage we need an expert review to provide input to the design we are making. The data collection technique in this research is a questionnaire / questionnaire.

This study also aims to produce a product in the form of a guidebook that contains variations or the results of the dribbling training model using the media for the futsal sport.

## RESULT AND DISCUSSION

Overall, there are 3 general objectives that will be revealed in the preliminary study or needs analysis, namely: (1) providing variations in training models, (2) providing references for coaches, (3) efforts to improve futsal dribbling training with media tools for extracurricular futsal players in AL Muslim Junior High School and 12 Junior High School Tambun.

The needs analysis was carried out by interviewing the trainer. The results of the needs analysis are described as follows:

**Table 2.** Futsal needs analysis data

What material does the coach usually provide to student during futsal extracurricular activities?	Dribbling practice materials, passing shooting and game modifications
Are there facilities and infrastructure for futsal training at school?	For training at school it is enough, but the size of the field does not match the national standard and the ball used by ordinary balls.
Are students excited	Yes, they are

about doing futsal exercises?	excited, but there are times when students feel bored with the material or exercises given
Is there a dribbling training model?	There are some
Is futsal dribbling material provided for every futsal extracurricular exercise?	Not always
What efforts did the trainer make to improve dribbling practice?	Do dribbling exercises and vary dribbling exercises
Does a coach need a futsal dribbling training model?	Really need it, because of the limitations of the model or variety of exercises that make students less enthusiastic.

The results of the analysis from table 2: 1) the lack of dribbling exercises performed by the trainer, 2) the trainer states the limited variety of dribbling models used in extracurricular exercises in AL Muslim Junior High School and 12 Junior High School Tambun.

The first step in the design of this study was to develop a futsal dribbling training model product using media tools. Researchers compiled 24 models of futsal dribbling training using media tools. In this initial draft there has not been an expert / expert test, the total initial design was designed by the researcher after conducting a needs analysis.

Development of the futsal dribbling training model that has been designed by the researcher is then carried out by an expert / expert test, this is useful for determining the feasibility of the futsal dribbling training model product. The validation of the model product was carried out by three futsal experts who had been involved for at least 5 years in the sport of futsal.

**Tabel 3.** The results of the revised 1<sup>st</sup> step futsal expert

Model's name	Expert 1	Expert 2	Expert 3	Percentage
Model 1	0	0	1	33,33 %
Model 2	1	0	1	66,67 %
Model 3	1	1	1	100 %
Model 4	1	1	1	100 %
Model 5	1	0	1	66,67 %
Model 6	1	1	1	100 %
Model 7	0	1	1	66,67 %
Model 8	1	0	1	66,67 %
Model 9	1	1	1	100 %
Model10	1	0	1	66,67 %
Model11	1	1	1	100 %
Model12	1	1	1	100 %
Model13	0	1	1	66,67 %
Model14	1	1	1	100 %
Model15	0	1	1	66,67 %
Model16	1	0	0	33,33 %
Model17	1	1	1	100 %
Model18	1	1	1	100 %
Model19	1	1	0	66,67 %
Model20	0	1	1	66,67 %
Model21	1	1	1	100 %
Model22	1	0	0	33,33 %
Model23	1	1	1	100 %
Model24	1	1	1	100 %
<b>Percentage Average</b>				<b>79,17 %</b>

The results of the first stage expert test in table 3, there are three experts who

provide an evaluation of the futsal dribbling model product. Based on the data presented above, the average percentage of expert validation is 79.17%, this result states that the product of the futsal dribbling training model for the good junior high school and made some improvements or revisions to the product of the futsal dribbling training model.

Meanwhile, the following is presented with suggestions and input from futsal sports experts regarding the developed model:

1. The product is good and very varied. However, the background image should be removed.
2. Models are sorted from the easiest difficulty level to the most difficult one because there is still recognition of the ball in the middle.

**Tabel 4.** The results of the revised 2<sup>nd</sup> step futsal expert

Model's name	Expert 1	Expert 2	Expert 3	Percentage
Model 1	0	1	1	66,67 %
Model 2	1	1	1	100 %
Model 3	1	1	1	100 %
Model 4	1	1	1	100 %
Model 5	1	1	1	100 %
Model 6	1	1	1	100 %
Model 7	1	1	1	100 %
Model 8	1	1	1	100 %
Model 9	1	1	1	100 %
Model10	1	0	1	66,67 %
Model11	1	1	1	100 %
Model12	1	1	1	100 %
Model13	1	1	1	100 %

Model14	1	1	1	100 %
Model15	1	1	1	100 %
Model16	1	1	1	100 %
Model17	1	1	1	100 %
Model18	1	1	1	100 %
Model19	1	1	1	100 %
Model20	1	1	1	100 %
Model21	1	1	1	100 %
Model22	1	1	0	66,67 %
Model23	1	1	1	100 %
Model24	1	1	1	100 %
<b>Percentage Average</b>				<b>97,10%</b>

The results of the stage II expert test in table 4, there are three experts who provide an evaluation of the futsal dribbling training model product with the media of the tool. Based on the stage II validation data presented above the average percentage of expert validation is 97.10%. This result states that the product of the futsal dribbling training model with the media for extracurricular activities at junior high school VALID and can meet the criteria.

**Table. 5** Implementation and responses of futsal extracurricular teachers / trainers

Model	User 1			User 2			User 3			%
	a	b	c	a	b	c	a	b	c	
1	3	4	3	4	4	3	4	3	3	86,1
2	3	4	4	4	4	3	3	4	3	88,9
3	4	3	3	4	3	3	3	3	3	80,6
4	4	3	4	4	4	4	4	3	4	94,4
5	3	4	4	4	4	3	3	3	4	88,9
6	4	3	4	4	3	3	3	3	3	83,3
7	3	3	3	4	4	3	4	3	4	86,1
8	4	3	4	4	4	4	3	3	4	91,7
9	4	3	3	4	4	3	3	3	4	86,1
10	3	4	4	3	3	4	4	4	3	88,9
11	4	3	3	4	4	4	3	3	4	88,9
12	3	4	3	4	4	3	4	4	3	88,9
13	4	4	4	3	4	4	3	4	4	94,4
14	4	3	4	3	3	4	3	3	4	86,1

15	3	4	3	4	4	3	4	4	3	88,9
16	4	4	4	4	3	4	3	4	4	94,4
17	3	3	3	3	4	4	3	3	4	83,3
18	4	4	4	4	4	3	4	3	3	91,7
19	3	3	3	4	3	4	3	4	4	86,1
20	4	4	4	4	4	4	4	3	3	94,4
21	3	3	3	4	4	3	3	4	4	86,1
22	4	4	3	3	3	3	3	3	4	83,3
23	4	4	4	4	4	4	4	4	3	97,2
24	4	3	4	4	4	4	4	4	4	97,2
<b>Percentage Average</b>										<b>89 %</b>
<b>Description</b>										<b>Very Good</b>

Description:

a = securitu

b = benefit

c = usefulness

The trainer as a model user is very enthusiastic in responding as evidenced by the high response to products that have been compiled and validated by experts. The data collected by researchers in this percentage states that the overall average percentage of trainers' responses is 89.00%. The high response of this coach encourages researchers to publish in national journals so that this research can be consumed by the general public for futsal sports activists, especially in the application of futsal dribbling.

Designing a variation model for junior high school futsal dribbling training starts with a needs analysis conducted by researchers at several junior high schools in Bekasi. According to Waldopo, (2011) the need is a gap from the current state to the state it



should be. This initial analysis has experienced several obstacles, including:

a. The process of designing a futsal dribbling variation model that will be developed takes a long time, by considering various things, so that the training model is completed in quite a long time.

b. The consultation time with the expert about the initial grand design was time consuming, until the researcher compiled the entire initial draft of the futsal dribbling model.

In this study, efforts have been made to the maximum in accordance with the ability of the author, but in this study there are still several limitations that must be recognized and put forward as a consideration in generalizing the results of the research achieved. The limitations include the following:

1. This product is only subject to expert / expert testing and user responses, namely the trainer as a trainer in extracurricular activities at SMP in Bekasi.
2. The product does not have the ability to analyze the results of the dribbling futsal test. Due to time constraints and during the Covid-19 pandemic, there is no direct treatment of students as research subjects, so it will affect the level of effectiveness of the model in its application.

## CONCLUSION

Based on the data that the researcher has obtained from the results of expert / expert testing and implementation to the trainer, it can be concluded that:

1. The futsal dribbling training model for junior high school age beginners can be developed and applied in practicing futsal dribbling skills.

2. This futsal dribbling training model is suitable for junior high school age beginners.

In this study, several recommendations were put forward by researchers in relation to the limited research of futsal dribbling training models for junior high school age beginners including:

1. The futsal dribbling training model for junior high school age beginners can be used by trainers or teachers in schools where in the use of this product it is necessary to consider the infrastructure, situations and conditions in the field.

2. For further researchers, it is expected to carry out a thorough and thorough needs analysis.

3. Refining training model items that are designed to be more creative and innovative so that they can be used as references and make athletes have many variations in training.

4. Before this product is distributed, the futsal dribbling training model for junior high school age beginners should be re-tested for athletes / students to make it more effective and efficient.
5. Conduct field trials in small and large numbers to ensure product effectiveness.
6. It is hoped that the futsal dribbling training model for junior high school age beginners can be distributed to all trainers and teachers in Indonesia to be used as a reference in training.

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